

Did you know that even if a child gets good grades in school (As or Bs), they may not actually be proficient in reading and math?

According to nationwide research, 9 out of 10 parents believe their children are performing at grade level because they assume good grades equate to proficiency ([Learning Heroes](#)). However, the stark reality is many children are performing below grade level. For example, 2023 standardized test scores in California show only 47% of students are proficient in English/Language Arts (ELA) and only 35% are proficient in math. Despite good grades, many children struggle with foundational skills. ([Ed Source](#)).

To learn if your child is performing at grade level look beyond just grades:



Learn how to navigate your school's parent portal (e.g., Parent VUE, Aries, Parent Connection, etc.) to access information related to your child's attendance, grades, homework completion, class tests, project grades, standardized test results, and more. Reviewing and becoming familiar with the information ahead of time allows you to prepare questions and solutions for a productive parent-teacher conference. If you need help with the portal, ask the school principal to connect you to someone who will provide you with the technical support you need to support your child. Also, be aware that some schools are opting to no longer mail report cards. When was the last time you received your child's report card or test result in the mail?



Request a meeting with your child's teacher to review at least three other data points beyond grades so you get a full picture of your child's academic performance – both areas of strength and areas needing support.

Examples of other helpful data points beyond grades and questions to ask the teacher:

1. Reading Level Scores

These scores indicate your child's reading proficiency and if they are reading at, below, or above grade level. Students are assessed multiple times during the school year to track reading proficiency, determine progress and identify areas for improvement.

- At what reading level should my child be reading?
- At what grade level is my child reading? If my child is in third grade, are they reading at the third-grade level?

- How does the school measure students’ reading proficiency level? Examples: i-Ready, Lexile scores, DIBELS.
- What reading program does the school use? What diagnostic assessments does the district use?
- You can find some of this information in your child’s assigned Chromebook or iPad to learn about the reading applications (apps) to support your child’s reading. Some examples of programs or applications include Kids A – Z, Achieve 3000, Reading Horizons Discovery, Accelerated Reading (AR).

2. Math Level Scores

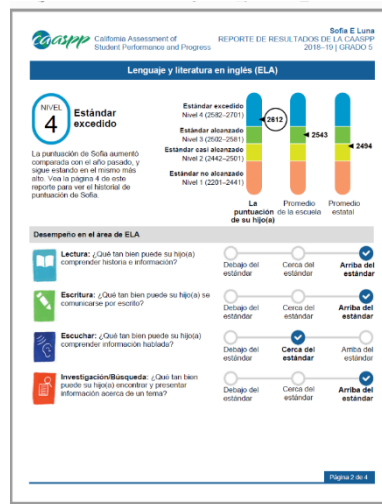
These scores indicate your child’s proficiency in math and if they are performing at, below, or above grade level.

- At what grade level is my child performing in math? If my child is in third grade, is he doing third grade level math?
- What math program does the school use? How does the program work with students to help them become proficient in math??
- What diagnostic assessments does the district use and how often are students tested?
- Where can I find the math test results for my child?

3. Standardized Test Results in Reading and Math (Smarter Balanced Assessment

or California Assessment of Student Performance and Progress (CAASPP)) Students take these state-aligned tests each spring to measure English language arts and math proficiency compared to grade-level standards. They provide useful data for parents and schools. Tests are given in grades 3-8 and 11.

- Did my child take the state standardized test in English language arts and math last spring?
 - If yes, did my child meet or exceed the standard?
 - If not, why wasn’t my child tested?
- What is my child’s score history for the past three years?



4. Standardized Test: English Language Proficiency Assessments for California (ELPAC)

This test measures progress toward English proficiency for all students classified as English Learners, from kindergarten through 11th grade. In California, 19% or almost 1 in

5 students are English Learners, though most parents do not know their child is classified as such.

- Did my child take the *English Language Proficiency Assessments for California (ELPAC)* summative test?
 - If yes, how many years has my child been in the English learner program?
 - What is the EL Typology of my child?
- Overall, what is my child’s ELPAC score? Is my child a candidate for reclassification?
 - If yes, has the process begun to get my child reclassified and how can I be involved?
 - If not, how do we work together to set goals to help my child meet the criteria for reclassification?
- In which areas (listening, speaking, reading, writing) is my child strongest and which areas are the weakest in need of improvement?
- What is my child’s score history for the past three years?

ELPAC English Language Proficiency Assessments for California

INFORME DE PUNTAJE DEL ESTUDIANTE
2020-21 | GRADO 6

Pruebas de suficiencia en el idioma inglés de California (ELPAC, por sus siglas en inglés) de Rodrigo Campos

PARA LA FAMILIA DE:
Rodrigo Campos

del estudiante: [REDACTED]
Fecha de nacimiento: [REDACTED]
Grado: 6
Fecha de la prueba: 03/26/2021
Escuela: [REDACTED]
LEA: [REDACTED]
CDS: [REDACTED]

Puntuación global
NIVEL 2 **1495**
Algo desarrollado

El puntaje global es de nivel 2. En la página 2 se proporciona más información sobre el puntaje.

¿Qué son las pruebas ELPAC?
Las pruebas ELPAC miden las habilidades en lo que respecta al dominio del inglés que necesitan los estudiantes para tener éxito en la escuela. Los estudiantes que son aprendices de inglés realizan las pruebas ELPAC sumativas cada primavera hasta que son reclasificados. Los resultados de las pruebas ELPAC de tu estudiante solo son una medida de sus conocimientos y habilidades en lo que respecta al inglés. Otras medidas pueden incluir pruebas en las aulas, tareas escolares y calificaciones.

Visita el sitio web de Starting Smarter en <https://elpac.startingsmarter.org/> para:

- comprender el informe de puntaje de tu estudiante.
- revisar preguntas de muestra y
- encontrar recursos gratuitos para apoyar el proceso de aprendizaje de tu estudiante.

Lo que los estudiantes pueden hacer en cada nivel

NIVEL 1	NIVEL 2	NIVEL 3	NIVEL 4
(1150–1474)	(1475–1516)	(1517–1566)	(1567–1900)
Iniciando el desarrollo	Algo desarrollado	Moderadamente desarrollado	Bien desarrollado
Pueden saber algunas palabras y frases en inglés	Pueden usar con frecuencia el inglés para comunicar ideas simples	Pueden usar a menudo el inglés para aprender nuevos conceptos en la escuela.	Pueden usar el inglés de manera consistente para aprender nuevos conceptos en la escuela.

El resumen de resultados de las escuelas, distritos y el estado están disponibles en el sitio web de resultados de los exámenes de California en <https://caaspp-elpac.cde.ca.gov/>.

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5. A Piece of Student Work Reflecting Growth

Rather than a routine worksheet, ask to see a major project or assignment that was graded with a rubric. The rubric will highlight areas where your child excelled or improved, as well as areas still needing development. Evaluating a work sample with a rubric provides more meaningful information than just the final grade and helps you best support your child toward academic excellence.

SLA Standard Rubric

	Design 20	Knowledge 20	Application 20	Presentation 20	Process 20
Exceeds Expectations 20 - 19					
Meets Expectations 18 - 15					
Approaches Expectations 14 - 13					
Does Not Meet Expectations 12 - 0					
Totals:					

What might you conclude after reviewing all the data?

- The data consistently shows your child is proficient in reading, math, or English language development.
- The data consistently shows your child is performing below grade level or is not making progress in reading, math, or English language development.
- The data shows mixed results: sometimes your child does well but not all the time.

Next Steps

Whether or not your child is performing at grade level, it is important to model and engage in reflection with your child. This helps establish a growth mindset and sets a constructive tone to better work with teachers and other professionals who will provide the support your child needs.

<p>1. <i>Reflect on your role and plan your next steps.</i></p> <ul style="list-style-type: none">• What are your child's strengths and areas that need further development?• Do you need training or strategies from the teacher, reading or math specialist, to help you support their learning at home or monitor their progress?• Are you familiar with each test and when your child will take them?• Have you discussed the various tests and their purpose with your child?• Does your school or community offer academic interventions or extracurricular programs for children?• Request a meeting with the teacher. If a plan is made, follow up after three or four weeks to determine if the strategies are effectively helping your child learn.	<p>2. <i>Help your child reflect on their effort, strengths, and improvement areas. Praise their effort.</i></p> <ul style="list-style-type: none">• Help your child to recognize their success and performance are related to their effort and dedication.• Praise your child for their efforts and hard work, even if they did not get the result they expected.• Without judgments or demands, encourage your child to reflect and identify the reasons behind their successes and challenges.• Brainstorm with your child on how to overcome challenges and where to seek help.• Listen carefully and work together to improve self-confidence and personal agency to strive to improve results.• Evaluate the process continuously.• Encourage your child to always try their best.	<p>3. <i>Team up with the teacher and make a plan to support your child.</i></p> <ul style="list-style-type: none">• Approach the teacher as a partner in helping your child succeed.• If performance is inconsistent or consistently below grade level, explore what are the possible reasons for this. Could it be that your child gets nervous when taking tests? Or that he or she doesn't put enough effort? Is the child's reading level too low to perform well on tests?• Team up with the teacher and child to collaboratively develop a plan and monitor progress throughout the school year. The plan should include activities for your child, for you, and for the teacher.• Ask the teacher to show you how to carry out recommended activities to support your child at home.
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You are Not Alone!

Connect with PON parent leaders who have been successful in helping their children and grandchildren succeed in school. Monitoring student learning takes practice and requires learning new strategies and skills. This includes checking online parent portals to support children's learning at home, understanding test reports, and effectively advocating for them at school. Other parents have done it and so can you! Don't hesitate to reach out to experienced PON parent leaders for tips and support. **You can do it!**